

EDUC90495 Shakespeare in Classroom and Community

Credit Points:	12.5						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	This subject is not offered in 2016.						
Time Commitment:	Contact Hours: 24 hours (online) and 6 hours class briefings (face to face or Skype) Total Time Commitment: 170 hours						
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90494 Teaching Shakespeare</td> <td>July</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90494 Teaching Shakespeare	July	12.50
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EDUC90494 Teaching Shakespeare	July	12.50					
Corequisites:	None						
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>						
Contact:	sallis@unimelb.edu.au (mailto:sallis@unimelb.edu.au)						
Subject Overview:	Following on from EDUC90494, students will undertake a research project in which they will plan, implement, document and evaluate a unit of Shakespeare teaching in their school or other educational context. They will be required to adopt either an action research or reflective practice stance, depending on prior experience. They will use the pedagogy and techniques to which they have been introduced in EDUC90494 Teaching Shakespeare. Each phase of the work will be supported by readings and weekly on-line discussion forums and tutorials.						
Learning Outcomes:	<p>On completion of this subject students should be able to:</p> <ul style="list-style-type: none"> # Plan, implement and evaluate the teaching of Shakespearean texts; # Demonstrate a range of pedagogical skills and new techniques in teaching Shakespeare; # Critically reflect on their own planning and teaching of Shakespeare in a classroom or community context; # Understand and discuss contemporary issues in the teaching of Shakespeare. 						
Assessment:	There will be two items of assessment. These tasks are interconnected. Students are to identify a specific research stance, selecting Reflective Practitioner Research, Self-Study or Action Research with an emphasis on development of specific pedagogical skills. Item 1: Research Plan, including research design, brief review of literature and unit overview planning (1800 words) Item 2: Research Report, illustrating research design, incorporating evaluation of unit of work and reflecting on the implementation and their own developing pedagogical skills. (3,200 words) This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.						
Prescribed Texts:	Course readings will be provided. Ackroyd, J. (1998) Key Shakespeare 1. London : Hodder & Stoughton						

Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject students should:</p> <ul style="list-style-type: none"> # have a strong sense of intellectual integrity and the ethics of scholarship; # have an in-depth knowledge of their specialist discipline(s); # have a high level of achievement in writing, generic research activities, problem solving and communication; # be critical and creative thinkers, with an aptitude for continued self-directed learning; # have expanded their analytical and cognitive skills through learning experiences in diverse subjects; # have the capacity to participate fully in collaborative learning and to confront unfamiliar problems; # have initiated and implemented constructive change in their communities, including professions and workplaces; # be able to mentor future generations of learners; # have an understanding of the social and cultural diversity in our community.
Related Course(s):	Graduate Certificate in the Teaching of Shakespeare Master of Education Master of Education Postgraduate Certificate in the Teaching of Shakespeare